

# TELAR-iEARN

program  
and  
Sustainable  
Development  
Goals



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# 1. Introduction

This paper briefly addresses the issue of the Sustainable Development Goals proposed by the United Nations and that guide the global development agenda.

It is a call to educators involved in TELAR-iEARN network projects to be aware of their role in the education of their countries and envision how, from the work they are doing, they could contribute to the development and fulfillment of these goals.

This is possible because the projects not only encourage the basic skills of reading, writing and mathematics, but also other social and interpersonal skills, such as working on values and attitudes that allow citizens to lead healthy and fulfilling lives, ensure continued quality education with equity, work from a gender perspective, combat climate change and promote the development of peaceful and inclusive societies.

## 2. What are the sustainable Development Goals (SDG), 17 Goals to transform the world

On January 1, 2016 the 17 SDG adopted by the UN Summit came into effect [1].

These goals are of universal application and propose that the rich, poor or middle - income countries- intensify their efforts towards reducing poverty and inequality and combat climate change. The success is based on the commitment of the countries to carry out policies, plans and programs for sustainable development measurable in time and that can be evaluated at the national and global levels.

Sustainable development is defined as the ability to meet the needs of the present without compromising the ability of future generations to do so and requires a great effort to build an inclusive, sustainable and resilient future for people and the planet. To achieve this, it is necessary to create a balance between economic growth, social inclusion and environmental protection, all key elements to the well-being of the individuals and the communities they belong to.



**OBJETIVOS DE DESARROLLO SOSTENIBLE**

17 OBJETIVOS PARA TRANSFORMAR NUESTRO MUNDO

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1. Ver <http://www.un.org/sustainabledevelopment/es/mdgs/>



The SDG acknowledge that efforts to end poverty must go hand in hand with strategies to promote economic growth and address a number of social needs such as health, education, social protection and employment opportunities, while fighting against climate change and promoting the protection of the environment.

**The 17 Goals are:**

1. End poverty in all its forms everywhere.
2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture.
3. Ensure healthy lives and promote well-being for all at all ages.
4. Ensure inclusive and quality education for all and promote lifelong learning.
5. Achieve gender equality and empower all women and girls.
6. Ensure access to water and sanitation for all.
7. Ensure access to affordable, reliable, sustainable and modern energy for all.
8. Promote inclusive and sustainable economic growth, employment and decent work for all.
9. Build resilient infrastructure, promote sustainable industrialization and foster innovation.
10. Reduce inequality within and among countries.
11. Make cities inclusive, safe, resilient and sustainable.
12. Ensure sustainable consumption and production patterns.
13. Take urgent action to combat climate change and its impacts.
14. Conserve and sustainably use the oceans, seas and marine resources.
15. Sustainably manage forests, combat desertification, halt and reverse land degradation, halt biodiversity loss.
16. Promote just, peaceful and inclusive societies.
17. Revitalize the global partnership for sustainable development

### 3. What is the TELAR- iEARN Program

**TELAR** –which stands for “Everyone in the Network”- is a Program of Fundación Evolución (FE)[2] and the iEARN chapter in Argentina.

iEARN (International Education and Resource Network) is a non-profit organization made up of over 30,000 schools and youth organizations in more than 140 countries. iEARN empowers teachers and young people to work together online using the Internet and other new communication technologies [3].

iEARN is:

- A safe and structured environment in which young people can communicate.
- A community of educators and learners.
- An opportunity to apply knowledge in service-learning projects which enhance learning.
- A pluralist and multicultural community.

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2. La Fundación Evolución ([www.fundacionevolucion.org.ar](http://www.fundacionevolucion.org.ar)), es una ONG que desde 1989 promueve la integración pedagógica de las Tecnologías de la Información y Comunicación (TIC) en ámbitos educativos. Nació en Puerto Madryn, provincia de Chubut, gracias a la visión del maestro Daniel Reyes quien impulsó la creación de su primer proyecto: la red TELAR, con presencia en todo el país. Actualmente, realiza investigaciones en TIC y Educación, proyectos colaborativos interescolares, capacitación a educadores e iniciativas de educación comunitaria. Su misión es consolidarse como una organización con presencia en todo el país, proactiva en la generación de oportunidades de aprendizaje colaborativo, continuo y de calidad para todos, a través de tecnologías educativas de vanguardia.

3. Ver mapa iEARN disponible en: <http://www.iearn.org/countries>

## 4. How to contribute with your work to the achievement of these objectives

Educators who are part of iEARN propose and participate in various projects with their students. Each project has to answer this question:

### **How will this project affect the quality of life in our planet?**

The shared vision and objectives provide consistency to iEARN projects. Students who participate in them develop abilities to get involved in their community issues and are better prepared to be future responsible citizens.

“Collaborative inter-school projects that include ICT make a didactic strategy used by institutions (schools, educational portals, non governmental organizations, etc.) that invites teachers and students to participate in a series of learning activities for the achievement of a common pedagogical objective during a certain time. The projects can be worked locally, nationally or internationally. They have different duration (from two months to a year), level of difficulty and may involve students of all ages”<sup>[4]</sup>.

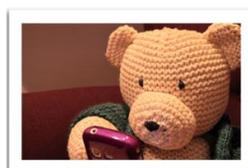
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4. Manso, M., Pérez, P., Libedinsky, M., ... n, M. y Light, D. ( ... ). Las TIC en las aulas. Experiencias latinoamericanas. Buenos Aires: ... s.

## 5. Some examples

**Name of the Project:**

**Teddy Bear.** Kindergarten, Primary school (see Project guide).



### Ositos de peluche

Brief description	Objectives	Activities	SDG
<p>The Teddy Bear is a collaborative international project that pairs up Kindergarten and primary school classrooms. They communicate via e-mail and then exchange a teddy bear by regular mail. The curricular content of the exchange is agreed by the participating teachers beforehand. Throughout the project the classes exchange chronicles of the bear’s personal diary journey via email or through a forum. The project seeks to promote understanding between different cultures and stimulate creative writing.</p>	<ul style="list-style-type: none"> <li>- Develop communication skills, reading and writing.</li> <li>- Develop global skills and intercultural understanding.</li> <li>- Integrate ICT in literacy activities.</li> <li>- Promote collaboration between educational institutions, teachers and families.</li> </ul>	<ol style="list-style-type: none"> <li>1. Establishing contact and agreements between the paired classes.</li> <li>2. Exchange begins. Shipping of the bear.</li> <li>3. Bear ride begins. Chronicles.</li> <li>4. Bear returns to place of origin.</li> <li>5. Closing and farewell activities.</li> </ol>	<p>3,4,5, 16.</p>

**Name of the Project:** I tell you a tale. Kindergarten, Primary and Secondary school (see Project guide).



## Te cuento un cuento

Brief description	Objectives	Activities	SDG
<p>“I tell you a tale” is a collaborative international project that invites students - and their teachers- at Kindergarten, Primary and Secondary school, to produce and share stories from images and sounds using language as a creative medium.</p> <p>The great challenge of this project is to integrate the use of ICT in the development of literacy, while interacting with schools from different places. All this using virtual means, like forums, email or others.</p>	<ul style="list-style-type: none"> <li>- Promote the development of literacy, both oral and written.</li> <li>- Encourage reflection and interpretation.</li> <li>- Listen, read and write creatively, according to the students’ ages and school level.</li> <li>- Develop and / or improve literacy skills: reading, writing, comprehension and production of texts.</li> <li>- Develop creative spaces using computing tools and mobile devices, within the classroom and outside, as a means of production, communication and publication.</li> <li>- Work and learn collaboratively.</li> </ul>	<ol style="list-style-type: none"> <li>1- Opening: One of the activities suggested for this stage is reading stories of different genres, taking into account the participant's age group.</li> <li>2. Production: at this stage, different activities for creating stories are carried out, as well as listening, reading and watching videos of different tales.</li> <li>3. Exchange: reading, sharing and feedback on the productions made in the previous stage.</li> <li>4. Closing: developing new versions as a result of the feedback and exchange. Publication and exhibition in the educational community.</li> </ol>	<p>3,4,5, 16.</p>

**Name of the Project:** **Atlas of Cultural Diversity.** Kindergarten, Primary and Secondary school, youth groups and elder people groups (see project files and guidelines).



Brief description	Objectives	Activities	SDG
<p>This project proposes the collaborative development of the Atlas of cultural diversity, which is a multimedia database, Internet based, with the contributions of different schools in the participating countries. These productions are shown in collaborative geolocalized files and they address cultural aspects such as special characters in the community, festivities, gastronomy, flora, fauna, environmental issues, historical and cultural tours, dance, music, demographic aspects - among others - organized according to the age of the participants (children, youth, elder people).</p>	<p>Create an innovative educational model that, through meaningful, creative, innovative and thoughtful use of ICT allow teachers, community leaders, students and others (families, neighbors, authorities ) to be trained in the use of ICT for the creation of multimedia content that describes their immediate environment and culture.</p>	<ol style="list-style-type: none"> <li>1. Work with participants' previous ideas (brainstorming, readings, interviews).</li> <li>2. Selection of the topic. Choosing something representative of their own culture.</li> <li>3. Searching information. Selection of different sources of information and recording in different devices.</li> <li>4. Organization of information. Defining the content, format, style and tools to use.</li> <li>5. Production. Digitization of information and publication in the Atlas.</li> </ol>	<p>3,4,5, 16.</p>



**Name of the Project:**

**Healthy Scenes.** For Kindergarten, Primary and Secondary school.



Brief description	Objectives	Activities	SDG
<p>The project is a challenge for students to analyze their habits and other elements related to their personal health or that of their community. Classes will compare these analyzes to propose solutions to the situations identified as harmful to health. Classes are encouraged to implement these solutions in order to attain positive changes in the student's personal life or in their community.</p>	<ul style="list-style-type: none"> <li>- Identify personal and community habits which are not healthy.</li> <li>- Compare the analysis and conclusions they arrive at.</li> <li>- Propose solutions to the problems identified at the personal and community level.</li> </ul>	<ol style="list-style-type: none"> <li>1- Single out healthy habits connected to environmental health.</li> <li>2. Organize campaigns in the Community.</li> <li>4. Record all project activities.</li> <li>5. Share with the rest of the educational community.</li> </ol>	<p>3,4,5, 16.</p>



## 6. Conclusions

The TELAR-iEARN projects, in the context of the Sustainable Development Goals, present a great opportunity to promote experiences committed to the sustainable development of the communities and their environment.

As mentioned at the beginning, this document is intended as a call to educators involved in the TELAR-iEARN projects to be aware of their role in the education of their countries and envision how they can contribute to the development and fulfillment of these goals.

Participating in the projects developed within the network will not only encourage the basic skills of reading, writing and mathematics, but also other social and interpersonal skills, such as work on values, a continuous quality education with equity, address gender issues, fight against climate change and promote the development of peaceful and inclusive societies.

But these issues should not be kept only at a reflective or academic level. The purpose is to incorporate concrete actions which allow for the revision of concepts, to carry out activities that facilitate participation in social and environmental issues and contribute to creating awareness on the responsibility that we, as citizens, have in achieving a more fair and inclusive society. The more teachers and students join this initiative the bigger the impact will be.

Share your experience of participating in the network and encourage your colleagues and students to join!

## 7. Bibliography and links

Collaborative Project “Atlas of Cultural Diversity”

<http://www.atlasdeladiversidad.net>

Collaborative Project “Healthy Scenes”

<https://iearn.org/cc/space-2/group-404>

Collaborative Project “I Tell you a Tale”.

Blog [proyectotecuentouncuento.blogspot.com](http://proyectotecuentouncuento.blogspot.com)

Project guide: [http://fundacionevolucion.org.ar/sitio/wp-content/uploads/2015/07/Gu%C3%ADa-Te-Cuento-un-Cuento\\_Agosto-2015-vf.pdf](http://fundacionevolucion.org.ar/sitio/wp-content/uploads/2015/07/Gu%C3%ADa-Te-Cuento-un-Cuento_Agosto-2015-vf.pdf)

Collaborative Project “Teddy Bear”

Blog <http://proyectoositosdepeluche.blogspot.com.ar>

Project guide: <http://fundacionevolucion.org.ar/sitio/wp-content/uploads/2015/07/Gu%C3%ADa-Didáctica-Ositos-de-peluche.pdf>

Fundación Evolución <http://fundacionevolucion.org.ar/>

iEARN Projects

[http://fundacionevolucion.org.ar/sitio/wp-content/uploads/2014/12/Ebook\\_Proyectos\\_Projects\\_iEARN2014.pdf](http://fundacionevolucion.org.ar/sitio/wp-content/uploads/2014/12/Ebook_Proyectos_Projects_iEARN2014.pdf)

International Education and Resources Network (iEARN) <http://iearn.org/>

TELAR Network.

<http://proyectosenred.fundacionevolucion.org.ar/>

Guide

<http://fundacionevolucion.org.ar/sitio/wp-content/uploads/2015/04/Gu%C3%ADa-Didáctica-Red-Telar.pdf>

Manso, M., Pérez, P., Libedinsky, M., ... n, M. y Light, D. (2011). Las TIC en las aulas. Experiencias latinoamericanas. Buenos Aires: ... s. (ICT in the classrooms. Latin American experiences).

Sustainable Development Goals

<http://www.un.org/sustainabledevelopment/es/mdgs/>



[www.fundacionevolucion.org](http://www.fundacionevolucion.org)

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